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ABSTRACT

This twenty-ninth in a series of twenty-nine learning modules on instructional execution is designed to give secondary and postsecondary vocational teachers help in developing the competencies needed to prepare and use chalkboards and flip charts in presenting information or illustrating lessons. Introductory sections relate the competencies dealt with here to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required reading, a self-check quiz with model answers, performance checklists, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on instructional execution are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (BM)

ED149093

MODULE

C-29

Present Information with the Chalkboard and Flip Chart

MODULE C-29 OF CATEGORY C—INSTRUCTIONAL EXECUTION
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CE 014 329

FOREWORD

This module is one of a series of 100 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and post-secondary levels of instruction. The modules are suitable for the preparation of teachers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion referenced assessment of the teacher's performance of the specified competency. The materials are designed for use by individual or groups of teachers in training working under the direction and with the assistance of teacher educators acting as resource persons. Resource persons should be skilled in the teacher competency being developed and should be thoroughly oriented to PBTE concepts and procedures in using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based preservice and inservice teacher preparation programs to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, post-secondary institutions, local education agencies, and others responsible for the professional development of vocational teachers. Further information about the use of the modules in teacher education programs is contained in three related documents: **Student Guide to Using Performance-Based Teacher Education Materials, Resource Person Guide to Using Performance-Based Teacher Education Materials** and **Guide to Implementation of Performance-Based Teacher Education.**

The PBTE curriculum packages are products of a sustained research and development effort by The Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with The Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and post-secondary institutions used the materials and provided feedback to The Center for revision and refinement.

Special recognition for major individual roles in the direction, development, coordination of testing, revision, and refinement of these materials is extended to the following program staff: James B. Hamilton, Program Director; Robert E. Norton, Associate Program Director; Glen E. Fardig, Specialist; Lois Harrington, Program Assistant; and Karen Quinn, Program Assistant. Recognition is also extended to Kristy Ross, Technical Assistant; Joan Jones, Technical Assistant; and Jean Wisenbaugh, Artist for their contributions to the final refinement of the materials. Contributions made by former program staff toward developmental versions of these materials are also acknowledged. Calvin J. Cotrell directed the vocational teacher competency research studies upon which these modules are based and also directed the curriculum development effort from 1971–1972. Curtis R. Finch provided leadership for the program from 1972–1974.

Appreciation is also extended to all those outside The Center (consultants, field site coordinators, teacher educators, teachers, and others) who contributed so generously in various phases of the total effort. Early versions of the materials were developed by The Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri-Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and University of Missouri-Columbia.

Following preliminary testing, major revision of all materials was performed by Center Staff with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University; State University College at Buffalo; Temple University; University of Arizona; University of Michigan-Flint; University of Minnesota-Twin Cities; University of Nebraska-Lincoln; University of Northern Colorado; University of Pittsburgh; University of Tennessee; University of Vermont; and Utah State University.

The Center is grateful to the National Institute of Education for sponsorship of this PBTE curriculum development effort from 1972 through its completion. Appreciation is extended to the Bureau of Occupational and Adult Education of the U.S. Office of Education for their sponsorship of training and advanced testing of the materials at 10 sites under provisions of EPDA Part F, Section 553. Recognition of funding support of the advanced testing effort is also extended to Ferris State College, Holland College, Temple University, and the University of Michigan-Flint.

Robert E. Taylor
Director
The Center for Vocational Education

THE CENTER FOR VOCATIONAL EDUCATION
The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210

The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning and preparation. The Center fulfills its mission by:

- Generating knowledge through research.
- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.

AAVIM

AMERICAN ASSOCIATION FOR VOCATIONAL INSTRUCTIONAL MATERIALS

Engineering Center
Athens, Georgia 30602

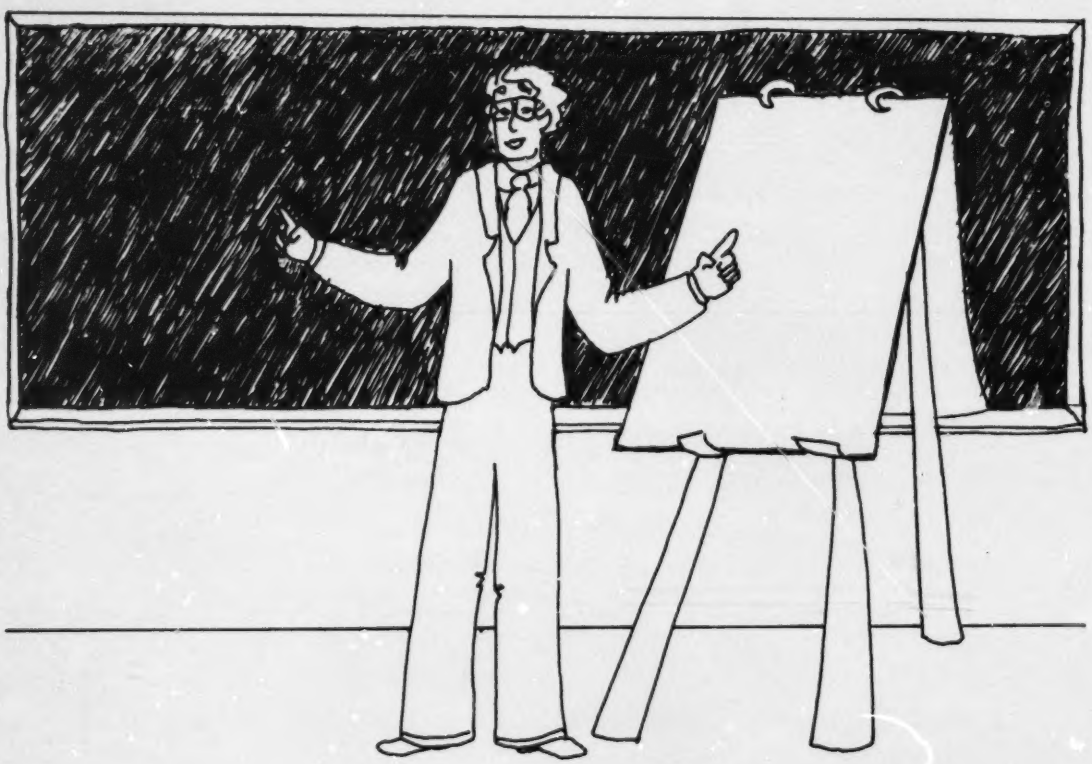
The American Association for Vocational Instructional Materials (AAVIM) is an interstate organization of universities, colleges and divisions of vocational education devoted to the improvement of teaching through better information and teaching aids.

INTRODUCTION

Flip charts and chalkboards are complementary visual "vehicles" that can add clarity and meaning to the instructional process. They offer you, as the vocational teacher, an opportunity to exercise your creativity and imagination in providing students with stimulating learning experiences.

The chalkboard, found in nearly every classroom, is probably the most commonly used and abused visual aid in the modern day classroom. The flip chart can be an effective substitute for, and supplement to, the chalkboard. In addition, there are many teaching situations in which the flip chart is more practical and suitable than the chalkboard. In order to be competent in using these two classroom tools, you need to know their capabilities and their limitations, and to be able to use each to present information clearly and effectively.

This module is designed to help you become aware of various ways in which the chalkboard and flip chart can be used to present information or illustrate your lessons. It will give you skill in using these devices and will help you to know how to choose the device which is the most effective for your objectives.



ABOUT THIS MODULE

Objectives

Terminal Objective: In an actual school situation, present information with a chalkboard and/or a flip chart. Your performance will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 49–51 (*Learning Experience III*).

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the factors related to using the chalkboard and flip chart to present information (*Learning Experience I*).
2. In a simulated classroom or laboratory situation, present information with both the chalkboard and flip chart (*Learning Experience II*).

Prerequisites

To complete this module, you must have competency in developing a lesson plan. If you do not already have this competency, meet with your resource person to determine what method you will use to gain this skill. One option is to complete the information and practice activities in the following module:

- *Develop a Lesson Plan*, Module B–4

Resources

A list of the outside resources which supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions, or in assessing your progress at any time.

Learning Experience I

Optional

The filmstrips, "Chalkboards, Parts I and II," in the Filmstrip Series, *Teaching with Visual Materials*, McGraw-Hill Book Company, New York, New York, 1964.

A locally-produced videotape of a teacher presenting information with a chalkboard and/or flip chart which you can view for the purpose of critiquing that teacher's performance.

Videotape equipment for viewing a videotaped presentation.

Reference: Sylvius, G. Harold and Estell H. Curry. *Teaching Successfully in Industrial Education*. Second Edition. Bloomington, IL: McKnight and McKnight Publishing Company, 1967.

Reference: Wittich, Walter A. and Charles F. Schuller. *Instructional Technology: Its Nature and Use*. Fifth Edition. New York, NY: Harper & Row, Publishers, Inc., 1973.

An opaque projector to use in transferring a drawing to the chalkboard and/or flip chart.

Learning Experience II

Required

A chalkboard and a flip chart with which to present information in a lesson.

2–5 peers to role-play students to whom you are presenting a lesson, and to critique your performance. If peers are unavailable, you may present your lesson to your *resource person*.

Optional

A resource person to review the adequacy of your lesson plan.

Videotape equipment for taping, viewing, and self-evaluating your presentation.

Learning Experience III

Required

An actual school situation in which you can present information with a chalkboard and/or a flip chart.

A resource person to assess your competency in presenting information with a chalkboard and/or a flip chart.

This module covers performance element numbers 137, 138 from Calvin J. Cotrell *et al.*, *Model Curricula for Vocational and Technical Education: Report No. V* (Columbus, OH: The Center for Vocational Education, The Ohio State University). The 384 elements in this document form the research base for all The Center's PBTE module development.

For information about the general organization of each module, general procedures for their use, and terminology which is common to all 100 modules, see About Using The Center's PBTE Modules on the inside back cover.

Learning Experience I

OVERVIEW

After completing the required reading, demonstrate knowledge of the factors related to using the chalkboard and flip chart to present information.

You will be reading the information sheet, Presenting Information with the Chalkboard and Flip Chart, pp. 7–11.

You may wish to view the filmstrips, "Chalkboards, Parts I and II."

You may wish to view a locally-produced videotape of a teacher presenting information with a chalkboard and/or flip chart, and to critique that teacher's performance.

You may wish to read the supplementary references, Sylvius and Curry, *Teaching Successfully in Industrial Education*, pp. 180–185; and Wittich and Schuller, *Industrial Technology: Its Nature and Use*, pp. 207–217.

You will be demonstrating knowledge of the factors related to using the chalkboard and flip chart to present information by completing the Self-Check, pp. 12–14.

You will be evaluating your competency by comparing your completed Self-Check with the Model Answers, pp. 15–16.

You may wish to make one or more templates of cardboard, plastic, masonite, plywood, and/or composition board for use in drawing frequently used illustrations.

You may wish to practice using the opaque projector for transferring an image to a chalkboard or flip chart.

Activity

For information describing the types of chalkboards and flip charts available, and techniques for their effective use, read the following information sheet:

PRESENTING INFORMATION WITH THE CHALKBOARD AND FLIP CHART

The chalkboard and flip chart are two basic tools of instruction that, properly used, can contribute greatly to instructional effectiveness. Although anyone with a reasonable amount of study and practice can become an effective user of both devices, some teachers fail to optimize their use by assuming that no special skill or knowledge is needed. As Edgar Dale notes, "Chalkboard technique needs to be learned and practiced. Nobody is born with it." The same is true for flip charts, in that many of the techniques for using both devices are similar.

Instructional applications of the chalkboard and flip chart are nearly endless. They can be used in the classroom, laboratory, shop, on field trips, and in nearly any other instructional setting. They can be used to introduce a lesson, present new materials, and to summarize or emphasize key points. Both devices are suitable for use with individuals and with small groups, and for use by both the teacher and students. Although the chalkboard and flip chart are generally best used in combination with other instructional techniques and devices appropriate to the particular lesson, they may also be used alone.

Their suitability for a wide variety of specific uses includes:

- presenting facts, principles, and concepts
- illustrating concepts, ideas, and processes by means of diagrams, drawings, charts, graphs, sketches, maps, and cartoons
- emphasizing key factors by outlining, underlining, or otherwise highlighting important words
- presenting assignments, announcements, definitions, and problems to be solved
- listing key words, rules, steps, procedures, or policies to be followed

The versatility of these two media is limited only by the imagination, creativity, and knowledge of the user. The remainder of this information sheet deals with the types of chalkboards and flip charts available, specific techniques for their effective use, and the advantages and disadvantages of each, respectively.

The Chalkboard

The chalkboard is probably the oldest and most commonly used classroom instructional aid. Long known as the "blackboard" because it was made of black slate, today's improved chalkboards are an integral part of any well-designed modern classroom. There are several ways to mount chalkboards, the most common being the stationary wall mounting. This type of mounting is most suitable where adequate wall space is available in the front and/or on the side of the classroom.

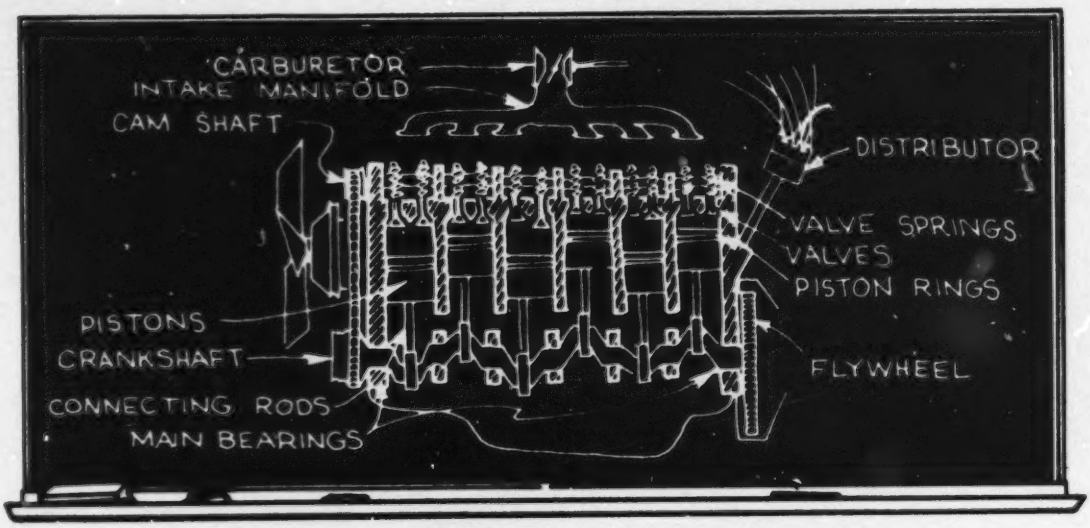
Where wall space is limited, the sliding or folding chalkboard may be used. The sliding chalkboard is constructed like a double window with two or three chalkboards on one wall. While one chalkboard is being used, the other(s) slide up or to one side out of the way. A folding chalkboard usually consists of three or four boards (each about three feet square) which are hinged on one side and fastened to the wall. With this type of mounting, both sides of the chalkboard can be

used, but the teacher must hold the board securely with one hand while writing with the other.

Another fairly common type of chalkboard is the portable type which is mounted on a frame and supported by legs to keep it from tipping over. This type of board commonly is hung on two pivots which allow it to be flipped over so both sides can be used. The main advantage of this style of chalkboard is its portability which allows it to be moved to any part of the classroom, shop, or laboratory as desired.

Chalkboards are available in a variety of colors including green, yellow, white, tan, black, and brown. The light-colored chalkboards are recommended because they provide better contrast and less eyestrain due to reduced glare.

The only materials required in addition to the chalkboard are chalk and an eraser. White chalk is sufficient for most situations, but diagrams and other illustrations can often be considerably enhanced by using an assortment of colors. For example, in diagramming the systems of an automotive engine, you might show the electrical system in blue, the fuel system in red, etc. To facilitate the production of commonly used diagrams or symbols, you may also wish to make or purchase templates, patterns, or stencils.



Complicated drawings such as this one can be simplified through the use of different colors for different parts.

Techniques for Use

Effective use of the chalkboard requires the knowledge and practice of several important techniques.

Keep the chalkboard clean.—Erasers, chalkboard, and chalk tray should be cleaned regularly. Erase all unrelated materials, and avoid tying up board space with announcements and other information that must be posted for several days. Keeping the board clean improves contrast and appearance, and eliminates needless distractions.

Use chalk with good contrast.—The best color of chalk to use will depend upon the color of the chalkboard used. However, colors that provide sharp contrast and aid easy viewing from all areas of the classroom are best. An assortment of colors should be available for use to increase contrast and provide variety when underlining key words and highlighting or differentiating parts of diagrams or sketches. Related to the contrast concern is the need to check the direction and type of classroom lighting so as to avoid sunlight or artificial light glare.

Make letters and drawings large enough.—All symbols should be made large enough so as to be easily seen by the entire class. This is important in order to avoid unnecessary eyestrain and to maintain the attention of students. Letters should be between 1½ and 3 inches high. It is much better to develop a standard lettering technique than to write in script. If a large volume of material must be presented, it is usually more effective to use handouts.

Avoid talking to the chalkboard.—Many teachers make the mistake of almost ignoring the class while writing on the chalkboard. You should

turn frequently toward the class to maintain eye contact with the students. In addition, you should verbalize what you have written on the board to help students who are taking notes and to provide both sight and hearing stimulation for learning.

Avoid blocking the view of students.—Try to avoid standing in front of materials on the chalkboard or otherwise obscuring it from view. Stand to one side as much as possible and use a pointer to direct attention to particular items.

Plan in advance for effective arrangement of material.—Use chalkboard space efficiently. A little planning can help one avoid the disorganized and cluttered appearance that can result from giving unnecessary details or using poor sequencing. An outline form helps students take more organized notes and helps to emphasize the most important words and concepts.

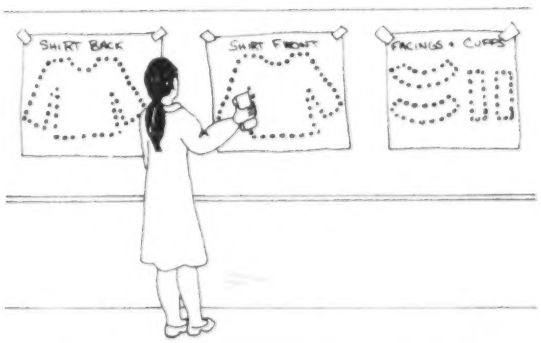
Prepare lengthy messages and complex drawings in advance.—To save class time and to avoid losing the attention of the class, place detailed or complex drawings on the board in advance whenever possible. One very effective technique for dealing with a complex drawing is to construct a major portion of the drawing on the board in advance of the class period. Then, during the course of presenting the lesson to the class, you can fill in the details and sections requiring special attention. Another technique that can be used to make elaborate drawings, and at the same time excite student interest, is to gradually construct the drawing in advance of class over a period of several days. Written procedures which require considerable time to write neatly on the board should also be placed on the board in advance. Use patterns, templates, rulers, etc., to assist in making sharp and accurate drawings. If your area is one in which drawings are frequently used, you may find that a chalkboard drafting machine is extremely valuable. This is a device that attaches to the chalkboard which makes it possible for you to draw straight lines, angles, and to measure accurately. To ensure that your drawings and writing are accurate and neat, do not work with a tiny piece of chalk. To draw especially sharp lines, break a piece of chalk cleanly in two and then use the sharp edges of the chalk. Cover material not for immediate use with sheets of paper, window shades, or a cloth curtain.

Specialized Applications

Besides the basic practices, there are a number of specialized techniques for using chalkboards. There may be times when special benefit may be gained from making a complex drawing in front of students. If so, you could use a lead pencil to draw an outline in advance that you can see close up, but that the students cannot. You can then trace over the pencil outline with chalk during the class presentation.

Images can be transferred from a book or other source using the opaque projector.[1] The projector can be focused to the size of illustration you wish by moving the projector closer to, or farther away from, the chalkboard or flip chart and refocusing.

Illustrations may also be transferred by the "pounce method." When several copies of the same image will be needed, develop or secure a stencil or chalkboard pattern with holes punched to outline the image desired. Tape the pattern to the chalkboard and pounce (tap lightly) over the holes with a chalky eraser. Then remove the pattern and connect the dots.



Use the revelation technique as appropriate to uncover a series of steps or procedures one at a time and in the most logical sequence. Material prepared in advance is simply covered with paper, shades, or cloth as desired until the class is ready. Point-by-point revelation will help focus the class discussion on one point at a time.

Cartoons and stick figures may also be drawn on occasion to emphasize a point, add variety to the lesson, or focus attention on specific emotions and expressions. You may wish to draw them yourself or transfer images using the opaque projector or "pounce method."

Advantages of the Chalkboard

The advantages of the chalkboard which cause it to be extensively used include—

- It is readily available in nearly every classroom.
- It is relatively easy and convenient to use.
- It is suitable for a wide variety of uses by students and teacher.

1. To gain skill in using the opaque projector to present information, you may wish to refer to Module C-23, *Present Information with Overhead and Opaque Materials*.

- The cost of maintenance and supplies is very low, chalk being the only consumable item needed.
- It is suitable for presenting and summarizing key points.

Disadvantages of the Chalkboard

Although far outweighed by its many important advantages, the chalkboard has the following disadvantages.

- It cannot accommodate a large volume of material (many times handouts are more effective).
- It is difficult and time consuming to produce intricate and complex drawings.
- It is not adaptable to situations where a permanent record is needed and students cannot take a copy with them unless they reproduce their own notes.
- The chalk dust is an irritant to some persons.

The Flip Chart

The flip chart is another versatile and commonly used instructional aid. Also referred to as a "lecture pad," the flip chart is suitable for use in the classroom, laboratory, and almost any other instructional setting because of its portability. The flip chart, or lecture pad, is normally mounted on some type of wooden or metal easel which holds the paper at a convenient working height. Many easels are adjustable as to height and most fold into a compact size for carrying.

If desired, pads may also be mounted on a wall or hung like a picture. The sheets of paper may be bound in several ways: clamping with two wooden strips along the top edge, using a map head (clip) on a stand, binding with rings similar to those of a large looseleaf notebook, or stitching and gluing like a book.

The consumable pads can be purchased in a variety of sizes and types. The most common type of flip chart material is bound newsprint purchased from paper supply houses. The pads are generally white or off-white in color. They are available in different sizes (18" × 24", 28" × 36", 36" × 45") and styles (plain, ruled, gridded), and vary in the number of sheets per pad (50, 75). Some suppliers also offer the pads in different thicknesses: standard weight, heavy weight, and extra heavy weight.

Flip charts may also be made for relatively small cost if you have the time and inclination. Some teachers have made excellent use of wallpaper sample books, poster board, or plain wrapping paper in making their own flip charts.

Besides the pad and easel, the only other material needed with the flip chart is some type of grease pencil or felt-tip marking pen. These are available in a wide assortment of colors which can be used effectively to add variety to drawings, emphasize key words, etc. As with the chalkboard, the use of stencils, templates, and patterns can simplify the production of commonly used diagrams or symbols.

BECAUSE OF THEIR PORTABILITY, FLIP CHARTS ARE SUITED TO A WIDE VARIETY OF PURPOSES.

Techniques for Use

Effective use of the flip chart requires the knowledge and use of the following basic practices.

Use marking pens and grease pencils with good contrast.—To maximize readability, felt-tip pens and/or grease pencils that offer enough contrast for easy reading should be used. The felt-tip pens should be of the wide "marking" type. An assortment of colors should be available for use in preparing sketches and underlining key phrases and words to add variety and interest to presentations. As with the chalkboard, the direction and type of classroom lighting should be checked to avoid sunlight or artificial light glare.

Make letters and drawings large enough.—As with any other medium, to be effective, the symbols used must be large enough so as to be seen by the entire class. If considerable material is to be presented, several sheets should be used and thought given to possibly using handouts instead.

Prepare lengthy messages and complex drawings in advance.—To conserve class time, as with the chalkboard, detailed or complex drawings should be placed on the flip chart in advance. Templates, a compass, ruler, and other drawing aids should be used to produce accurate drawings. The nature of the flip chart makes it very easy to conceal material prepared in advance until needed. If drawings need to be made during the lesson, a light pencil outline can be prepared in advance and traced in felt-tip in front of the class.

Avoid blocking the view of students.—As with the chalkboard, it is easy to unintentionally block the view of some students. Care should be exercised to stand to one side of the chart and to use a pencil or pointer to focus attention on particular items.

Avoid talking to the flip chart.—Words spoken while the teacher is facing the chart and away from the class are hard for students to hear and understand. You should practice turning frequently toward the class when writing on the chart to maintain eye contact with the students and to verbalize what has been written.

Use the revelation technique.—The flip chart, because of its multi-sheet construction, lends itself handily to use of the step-by-step disclosure of sequential procedures or diagrams. Material can be prepared in advance and revealed at the most opportune moment in the discussion or presentation.

Store frequently used charts and diagrams.—Rather than repeatedly preparing the same message or chart, you should store well-prepared material to be retrieved as needed.

Specialized Applications

In addition to the common techniques already described, two specialized applications deserve mention. The opaque projector may be used with the flip chart in the same manner as with the chalkboard to transfer images from a book or other sources. In addition, cartoons and stick figures may be used on occasion to enhance presentations by focusing attention on specific moods and emotions and emphasizing a point.

Advantages of the Flip Chart

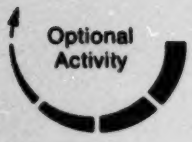
The following advantages of the flip chart make it a favorite instructional device for many teachers.

- Because of its light weight and compact size, it is highly portable and can be taken to almost any location. It can be relocated within the classroom or laboratory for use with small groups. It can be moved between classroom and laboratory (thus eliminating the need to recopy material), and it can be taken on field trips, etc.
- Its nature and design make it relatively easy and convenient to use.
- It is suitable for a wide variety of uses by students and teacher: drawings, charts, and notes.
- Sheets from the flip chart can be torn off and distributed for concurrent use by several individuals or small groups.
- Material can easily be revealed step by step, one sheet at a time when the information is prepared in advance.
- Sheets provide a semi-permanent record and can be easily stored for future reference.
- Initial purchase cost is relatively low in comparison to many instructional aids.

Disadvantages of the Flip Chart

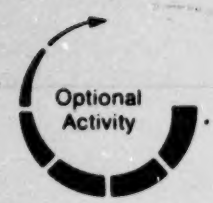
The following disadvantages of the flip chart should be considered when deciding whether to purchase one.

- It cannot accommodate a large volume of material (many times handouts are more effective when a sizable volume of information is to be presented).
- It is difficult and time consuming to produce intricate and complex drawings (once prepared, however, they can be stored for future use).
- Because of its limited size, material may not be visible to large groups.
- The pads and sheets are consumable and new ones must be purchased.



To observe a demonstration that illustrates effective uses of the chalkboard in a variety of situations, you may view the filmstrips, "Chalkboards, Parts I and II." Note particularly the numerous ways in which the chalkboard may be used and the specific techniques suggested for making its use effective.

Your institution may have available videotapes showing examples of teachers presenting information with the chalkboard and/or flip chart. If so, you may wish to view one or more of these videotapes. You might also choose to critique the performance of each teacher in presenting information with the chalkboard and/or flip chart, using the criteria provided in this module, or critique forms or checklists provided by your resource person.



For further information on techniques for using the chalkboard effectively you may read Sylvius and Curry, *Teaching Successfully in Industrial Education*, pp. 180–185; and Wittich and Schuller, *Industrial Technology: Its Nature and Use*, pp. 207–217.

The following items check your comprehension of the material in the information sheet, Presenting Information with the Chalkboard and Flip Chart, pp. 7–11.

SELF-CHECK

I. Essay:

Each of the following five items requires a short essay-type response. Please respond fully, but briefly, and make sure you respond to all parts of each item.

1. Explain why the chalkboard is such a widely used instructional aid.

2. Explain why many teachers make extensive use of the flip chart.

3. Describe several specific uses for which the chalkboard and flip chart are both suitable.

4. Name four types of chalkboards, and state an advantage of each type.

5. State five techniques for making effective use of the chalkboard . . . of the flip chart.

II. Case Situations:

Each of the following seven items presents a situation in which you are to decide whether you would use (1) the chalkboard, (2) the flip chart, or (3) both the chalkboard and flip chart. For each item, indicate your decision as to which device you would use, and give the reason(s) for your decision.

1. You want to present several drawings that sequentially illustrate the major steps of a rather complex assembly process.

2. You want to transfer a complicated drawing from a reference book so that all students can view the same illustration at one time.

3. You are going to divide the class into several small discussion groups, and you want a member of each group to record the major points discussed, so as to share them at a later time with the entire class.

4. You have a large volume of important information to share with the entire class including several illustrations.

5. You want to develop and present to the entire class several illustrations to help clarify certain concepts, and would like to be able to store them for future use.

6. You have several templates of some commonly used diagrams and wish to use them in presenting information to a class.

7. You are taking a class on a field trip and want to take along one of the aids to use in illustrating and summarizing some key points.

Compare your written responses on the Self-Check with the Model Answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL ANSWERS

I. Essay:

1. The chalkboard is a widely used instructional aid for several reasons: (1) its ready availability in nearly all classrooms, (2) its ease of use, (3) its low cost of maintenance and supplies, (4) its suitability for a wide variety of uses, and (5) its excellence for presenting and summarizing key points.
2. Many teachers make extensive use of the flip chart because of its portability and suitability to a wide array of situations. Its light weight and compact size make it easy to transport to almost any location, and its nature and design make it relatively easy and convenient to use for many purposes. Material placed on a flip chart can easily be revealed at the most opportune moment and can be easily stored for future reference.
3. The chalkboard and flip chart are both suitable for (1) presenting facts, principles, and concepts; (2) illustrating concepts, ideas, and processes by means of drawings, charts, and sketches; (3) emphasizing major points or words by underlining or otherwise highlighting important items; (4) making assignments and announcements; and (5) listing rules, steps, or procedures to be followed. They can be used in presenting new information, reviewing key points, summarizing a discussion, and in many other situations.
4. The four types of chalkboards and an advantage of each are as follows:
   - Stationary chalkboard—it is easy to use and always available.
   - Portable chalkboard—it can be moved to any part of the room or from room to room.
   - Folding chalkboard—it can be used where space for a stationary chalkboard is inadequate.
   - Sliding chalkboard—it can be used where space for a stationary chalkboard is inadequate. It also lends itself to the use of the revelation technique.
5. Techniques for effective use of the **chalkboard** include the following.
   - Keep the chalkboard clean to improve contrast and appearance.
   - Use chalk that provides good contrast.
   - Make letters and drawings of adequate size.
   - Avoid loss of eye contact with the class.
   - Avoid blocking the view of students.
   - Plan for the most effective arrangement of material.
   - Prepare lengthy messages and complex drawings in advance.
   - Use specialized applications such as tracing a lead pencil outline, transferring images with the opaque projector or the pounce method; and use the revelation technique, where appropriate.

   Techniques for making effective use of the **flip chart** include the following.
   - Use marking instruments that provide sharp contrast.
   - Make letters and drawings of adequate size.
   - Prepare complex drawings and material in advance.
   - Avoid loss of eye contact with the class.
   - Avoid blocking the view of students.
   - Use the revelation technique.
   - Store frequently used charts and diagrams for future use.
   - Use specialized applications such as transferring images with the opaque projector, and use cartoons and stick figures as appropriate.

II. Case Situations:

1. The best choice in this situation would be the flip chart. Because several drawings are needed and sequential illustration of a complex assembly process is desired, several sheets of a flip chart could be used (one per drawing), and the drawings could be revealed one at a time. Another advantage of the flip chart in this situation is that the drawings, which will probably require considerable time to produce, can be easily stored for future use.
2. In this situation, either aid could be used effectively. If a large-sized drawing was desired, the chalkboard would be more suitable. However, if the drawing could be used repeatedly and required considerable time to produce, the flip chart would be preferable so that the drawing could be stored.
3. The best instructional aid in this situation is clearly the flip chart because sheets can be torn off the pad and given to each group for notetaking. Later, the major points discussed could be shared with the entire class by posting the sheets around the room.
4. In this situation, neither of the two aids is very satisfactory. Instead, consideration should be given to duplicating the information by mimeograph or other means so that the material can be shared with all class members.
5. Here the clear preference between the two aids is the flip chart because material on the flip chart can be stored for future use.
6. Either technique is suitable in this situation. However, if the revelation technique is to be used so as to exhibit only one drawing at a time or to reveal them in sequence, the flip chart may be preferable.
7. The flip chart is the clear choice because of its portability.

LEVEL OF PERFORMANCE: Your completed Self-Check should have covered the same **major** points as the model responses. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Presenting Information with the Chalkboard and Flip Chart, pp. 7–11, or check with your resource person if necessary.

You may wish to make one or more templates (patterns) of the illustrations which you would use frequently in presenting information in your occupational specialty. These templates could then be used in drawing illustrations on the chalkboard or flip chart. A variety of free and inexpensive construction materials, including cardboard, plastic, masonite, plywood, and composition board may be used.

You may wish to practice using the opaque projector to transfer illustrations to the chalkboard or flip chart. Using illustrations that would be difficult to draw freehand or illustrations that are too small to use for a group presentation, project the illustration on the chalkboard or flip chart using the opaque projector. Adjust the image to proper focus and desired size. Then trace the image on the chalkboard or flip chart. (If you need assistance in working with the opaque projector, check with your resource person).

Learning Experience II

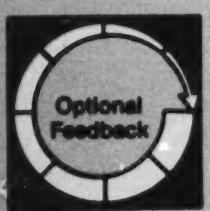
OVERVIEW

In a simulated classroom or laboratory situation, present information with both the chalkboard and flip chart.

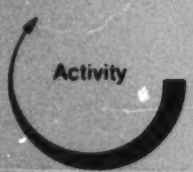
NOTE: The next fifteen items involve presenting two separate lessons: one using a chalkboard, and one using a flip chart. If you prefer, you may present a single lesson which includes the use of both the chalkboard and flip chart to present information.

You will be selecting an objective in your occupational specialty that lends itself to using a chalkboard to present information.

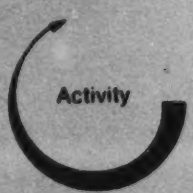
You will be selecting, modifying, or developing a lesson plan designed to achieve that objective using the chalkboard to present information.



You may wish to have your resource person review the adequacy of your plan.



You will be selecting, obtaining, or preparing the materials needed for your presentation.



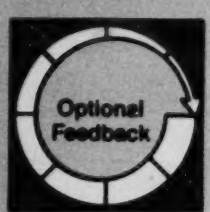
You will be presenting the lesson to a group of peers, or to your resource person.

You may wish to record your presentation on videotape for self-evaluation purposes.

Your competency in presenting information with the chalkboard will be evaluated by your peers, or by your resource person, using the Lesson Presentation Checklist, pp. 23–45.

You will be selecting an objective in your occupational specialty that lends itself to using a flip chart to present information.

You will be selecting, modifying, or developing a lesson plan designed to achieve that objective using the flip chart to present information.



You may wish to have your resource person review the adequacy of your plan.

You will be selecting, obtaining, or preparing the materials needed for your presentation.

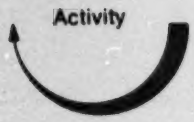
You will be presenting the lesson to a group of peers, or to your resource person.

You may wish to record your presentation on videotape for self-evaluation purposes.

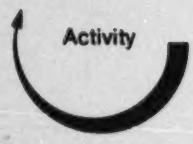
Your competency in presenting information with the flip chart will be evaluated by your peers, or by your resource person, using the Lesson Presentation Checklist, pp. 23–45.

If you videotaped your presentation(s), you may wish to evaluate your own performance, using the Lesson Presentation Checklist, pp. 23–45.

NOTE: The following activities involve presenting two separate lessons: one using a chalkboard and one using a flip chart. If you prefer, you may present a single lesson which includes the use of both the chalkboard and flip chart to present information.



Select a student performance objective in your occupational specialty which could be achieved, at least partially, by presenting information using the chalkboard. (In a real world situation, you start with an objective and then select the most appropriate materials and/or teaching methods. In this practice situation, however, you need to select an objective that lends itself to using a chalkboard to present information.)



Prepare a detailed lesson plan which includes an explanation of how the chalkboard will be used to present information. Instead of developing a lesson plan, you may select a lesson plan that you have developed previously, and adapt that plan so that it includes the use of the chalkboard to present information.

You may wish to have your resource person review the adequacy of your plan. He/she could use the Teacher Performance Assessment Form in Module B–4, *Develop a Lesson Plan*, as a guide.

Based on your lesson plan, select, obtain, or prepare the materials you will need to make your presentation. Also, arrange to have a chalkboard available when you make your presentation.

In a simulated classroom situation, present your lesson to a group of two to five peers. These peers will serve two functions: (1) they will role-play the students to whom you are presenting your lesson, and (2) they will evaluate your performance. If peers are not available to you, you may present your lesson to your resource person.

If you wish to self-evaluate, you may record your performance on videotape so you may view your own lesson presentation at a later time.

Multiple copies of the Lesson Presentation Checklist are provided in this learning experience. Give a copy to each peer, or to your resource person, before making your presentation in order to ensure that each knows what to look for in your lesson. However, indicate that during the lesson, all attention is to be directed toward you, and that the checklists are to be completed after the lesson is finished.

Select a student performance objective in your occupational specialty which could be achieved, at least partially, by presenting information using the flip chart. (In a real world situation, you start with an objective and then select the most appropriate materials and/or teaching methods. In this practice situation, however, you need to select an objective that lends itself to using a flip chart to present information.)

Prepare a detailed lesson plan which includes an explanation of how the flip chart will be used to present information. Instead of developing a lesson plan, you may select a lesson plan that you have developed previously, and adapt that plan so that it includes the use of the flip chart to present information.

You may wish to have your resource person review the adequacy of your plan. He/she could use the Teacher Performance Assessment Form in Module B–4, *Develop a Lesson Plan*, as a guide.

Based on your lesson plan, select, obtain, or prepare the materials you will need to make your presentation. Also, arrange to have a flip chart available when you make your presentation.

In a simulated classroom situation, present your lesson to group of two to five peers. These peers will serve two functions: (1) they will role-play the students to whom you are presenting your lesson, and (2) they will evaluate your performance. If peers are not available to you, you may present your lesson to your resource person.

If you wish to self-evaluate, you may record your performance on videotape so you may view your own lesson presentation at a later time.

Multiple copies of the Lesson Presentation Checklist are provided in this learning experience. Give a copy to each peer, or to your resource person, before making your presentation in order to ensure that each knows what to look for in your lesson. However, indicate that during the lesson, all attention is to be directed toward you, and that the checklists are to be completed **after** the lesson is finished.

If you videotaped your lesson(s), you may wish to self-evaluate using a copy of the Lesson Presentation Checklist.

LESSON PRESENTATION CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

	LEVEL OF PERFORMANCE			
Chalkboard	N/A	No	Partial	Full
1. The use of the chalkboard was suitable for the instructional purpose (e.g., it was not used to present information which needed to be saved, etc.)	☐	☐	☐	☐
2. The teacher kept the chalkboard and chalk tray clean and free of unrelated material	☐	☐	☐	☐
3. The material which was presented was written or drawn large enough for all members of the class to see it	☐	☐	☐	☐
4. The teacher eliminated any glare from the chalkboard surface	☐	☐	☐	☐
5. The teacher did not try to present too large a volume of material	☐	☐	☐	☐
6. The teacher talked to the class rather than to the chalkboard	☐	☐	☐	☐
7. The teacher did not block students' view of the chalkboard	☐	☐	☐	☐
8. The teacher used the writing surface of the chalkboard efficiently (e.g., material presented was well organized, uncluttered, and well sequenced)	☐	☐	☐	☐
9. If complex or lengthy materials were presented using the chalkboard, the teacher wrote or drew these materials on the board before class	☐	☐	☐	☐
10. If the teacher had material on the board which was not to be used until later in the lesson, the teacher kept the material covered prior to using it	☐	☐	☐	☐
11. The teacher used color where appropriate to enhance, simplify, or give contrast to, the material	☐	☐	☐	☐
12. The teacher effectively used the chalkboard to do at least one of the following:				
a. present facts, principles, or concepts	☐	☐	☐	☐
b. illustrate concepts, ideas, or processes by means of diagrams, drawings, charts, graphs, sketches, maps, or cartoons	☐	☐	☐	☐
c. emphasize key factors by outlining, underlining, or highlighting	☐	☐	☐	☐

	N/A	No	Partial	Full
d. present assignments, announcements, definitions, problems to be solved, etc	☐	☐	☐	☐
e. list key words, rules, steps, procedures, or policies	☐	☐	☐	☐
13. The teacher used the following special applications (optional):				
a. drew a pencil outline on the chalkboard in advance and traced it in chalk during the lesson	☐	☐	☐	☐
b. transferred an image to the chalkboard using an opaque projector	☐	☐	☐	☐
c. used the pounce method to prepare a chalkboard illustration	☐	☐	☐	☐
d. used the revelation technique to present information	☐	☐	☐	☐
Flip Chart				
14. The use of the flip chart was suitable for the instructional purpose (e.g., the information presented needed to be passed around or saved; the information needed to be presented step by step; portability was an important factor, etc.)	☐	☐	☐	☐
15. The material which was presented was written or drawn large enough for all members of the class to see it	☐	☐	☐	☐
16. The teacher eliminated any glare from the flip chart surface	☐	☐	☐	☐
17. The teacher did not try to present too large a volume of material	☐	☐	☐	☐
18. The teacher talked to the class rather than to the flip chart	☐	☐	☐	☐
19. The teacher did not block students' view of the flip chart	☐	☐	☐	☐
20. The teacher used the writing surface of the flip chart efficiently (e.g., material presented as well organized, uncluttered, and well sequenced)	☐	☐	☐	☐

	N/A	No	Partial	Full
21. If complex or lengthy materials were presented using the flip chart, the teacher wrote or drew these materials on the flip chart before class	☐	☐	☐	☐
22. If the teacher had material on the flip chart which was not to be covered until later in the lesson, the teacher kept the material covered prior to using it	☐	☐	☐	☐
23. The teacher effectively used the flip chart to do at least one of the following:				
a. present facts, principles, or concepts	☐	☐	☐	☐
b. illustrate concepts, ideas, or processes by means of diagrams, drawings, charts, graphs, sketches, maps, or cartoons	☐	☐	☐	☐
c. emphasize key factors by outlining	☐	☐	☐	☐
d. present assignments, announcements, definitions, problems to be solved, etc	☐	☐	☐	☐
e. list key words, rules, steps, procedures, or policies	☐	☐	☐	☐
f. present information step by step, one sheet at a time	☐	☐	☐	☐
g. present information to small groups	☐	☐	☐	☐
24. The teacher used the following special applications (optional):				
a. transferred an image to the flip chart using an opaque projector	☐	☐	☐	☐
b. used cartoons, stick figures, oval heads, etc., to focus attention on specific moods and emotions	☐	☐	☐	☐
c. used the flip chart to present information during a field trip	☐	☐	☐	☐

LEVEL OF PERFORMANCE: All items must receive FULL, or N/A responses. If any item receives a NO, or PARTIAL response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

NOTES

LESSON PRESENTATION CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

LEVEL OF PERFORMANCE

	N/A	No	Partial	Full
Chalkboard				
1. The use of the chalkboard was suitable for the instructional purpose (e.g., it was not used to present information which needed to be saved, etc.)	☐	☐	☐	☐
2. The teacher kept the chalkboard and chalk tray clean and free of unrelated material	☐	☐	☐	☐
3. The material which was presented was written or drawn large enough for all members of the class to see it	☐	☐	☐	☐
4. The teacher eliminated any glare from the chalkboard surface	☐	☐	☐	☐
5. The teacher did not try to present too large a volume of material	☐	☐	☐	☐
6. The teacher talked to the class rather than to the chalkboard	☐	☐	☐	☐
7. The teacher did not block students' view of the chalkboard	☐	☐	☐	☐
8. The teacher used the writing surface of the chalkboard efficiently (e.g., material presented was well organized, uncluttered, and well sequenced)	☐	☐	☐	☐
9. If complex or lengthy materials were presented using the chalkboard, the teacher wrote or drew these materials on the board before class	☐	☐	☐	☐
10. If the teacher had material on the board which was not to be used until later in the lesson, the teacher kept the material covered prior to using it	☐	☐	☐	☐
11. The teacher used color where appropriate to enhance, simplify, or give contrast to, the material	☐	☐	☐	☐
12. The teacher effectively used the chalkboard to do at least one of the following:				
a. present facts, principles, or concepts	☐	☐	☐	☐
b. illustrate concepts, ideas, or processes by means of diagrams, drawings, charts, graphs, sketches, maps, or cartoons	☐	☐	☐	☐
c. emphasize key factors by outlining, underlining, or highlighting	☐	☐	☐	☐

	N/A	No	Partial	Full
d. present assignments, announcements, definitions, problems to be solved, etc	☐	☐	☐	☐
e. list key words, rules, steps, procedures, or policies	☐	☐	☐	☐
13. The teacher used the following special applications (optional):				
a. drew a pencil outline on the chalkboard in advance and traced it in chalk during the lesson	☐	☐	☐	☐
b. transferred an image to the chalkboard using an opaque projector	☐	☐	☐	☐
c. used the pounce method to prepare a chalkboard illustration	☐	☐	☐	☐
d. used the revelation technique to present information	☐	☐	☐	☐
Flip Chart				
14. The use of the flip chart was suitable for the instructional purpose (e.g., the information presented needed to be passed around or saved; the information needed to be presented step by step; portability was an important factor, etc.)	☐	☐	☐	☐
15. The material which was presented was written or drawn large enough for all members of the class to see it	☐	☐	☐	☐
16. The teacher eliminated any glare from the flip chart surface	☐	☐	☐	☐
17. The teacher did not try to present too large a volume of material	☐	☐	☐	☐
18. The teacher talked to the class rather than to the flip chart	☐	☐	☐	☐
19. The teacher did not block students' view of the flip chart	☐	☐	☐	☐
20. The teacher used the writing surface of the flip chart efficiently (e.g., material presented as well organized, uncluttered, and well sequenced)	☐	☐	☐	☐

	N/A	No	Partial	Full
21. If complex or lengthy materials were presented using the flip chart, the teacher wrote or drew these materials on the flip chart before class	☐	☐	☐	☐
22. If the teacher had material on the flip chart which was not to be covered until later in the lesson, the teacher kept the material covered prior to using it	☐	☐	☐	☐
23. The teacher effectively used the flip chart to do at least one of the following:				
a. present facts, principles, or concepts	☐	☐	☐	☐
b. illustrate concepts, ideas, or processes by means of diagrams, drawings, charts, graphs, sketches, maps, or cartoons	☐	☐	☐	☐
c. emphasize key factors by outlining	☐	☐	☐	☐
d. present assignments, announcements, definitions, problems to be solved, etc	☐	☐	☐	☐
e. list key words, rules, steps, procedures, or policies	☐	☐	☐	☐
f. present information step by step, one sheet at a time	☐	☐	☐	☐
g. present information to small groups	☐	☐	☐	☐
24. The teacher used the following special applications (optional):				
a. transferred an image to the flip chart using an opaque projector	☐	☐	☐	☐
b. used cartoons, stick figures, oval heads, etc., to focus attention on specific moods and emotions	☐	☐	☐	☐
c. used the flip chart to present information during a field trip	☐	☐	☐	☐

LEVEL OF PERFORMANCE: All items must receive FULL, or N/A responses. If any item receives a NO, or PARTIAL response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

NOTES

LESSON PRESENTATION CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

	LEVEL OF PERFORMANCE			
Chalkboard	N/A	No	Partial	Full
1. The use of the chalkboard was suitable for the instructional purpose (e.g., it was not used to present information which needed to be saved, etc.)	☐	☐	☐	☐
2. The teacher kept the chalkboard and chalk tray clean and free of unrelated material	☐	☐	☐	☐
3. The material which was presented was written or drawn large enough for all members of the class to see it	☐	☐	☐	☐
4. The teacher eliminated any glare from the chalkboard surface	☐	☐	☐	☐
5. The teacher did not try to present too large a volume of material	☐	☐	☐	☐
6. The teacher talked to the class rather than to the chalkboard	☐	☐	☐	☐
7. The teacher did not block students' view of the chalkboard	☐	☐	☐	☐
8. The teacher used the writing surface of the chalkboard efficiently (e.g., material presented was well organized, uncluttered, and well sequenced)	☐	☐	☐	☐
9. If complex or lengthy materials were presented using the chalkboard, the teacher wrote or drew these materials on the board before class	☐	☐	☐	☐
10. If the teacher had material on the board which was not to be used until later in the lesson, the teacher kept the material covered prior to using it	☐	☐	☐	☐
11. The teacher used color where appropriate to enhance, simplify, or give contrast to, the material	☐	☐	☐	☐
12. The teacher effectively used the chalkboard to do at least one of the following:				
a. present facts, principles, or concepts	☐	☐	☐	☐
b. illustrate concepts, ideas, or processes by means of diagrams, drawings, charts, graphs, sketches, maps, or cartoons	☐	☐	☐	☐
c. emphasize key factors by outlining, underlining, or highlighting	☐	☐	☐	☐

	N/A	No	Partial	Full
d. present assignments, announcements, definitions, problems to be solved, etc	☐	☐	☐	☐
e. list key words, rules, steps, procedures, or policies	☐	☐	☐	☐
13. The teacher used the following special applications (optional):				
a. drew a pencil outline on the chalkboard in advance and traced it in chalk during the lesson	☐	☐	☐	☐
b. transferred an image to the chalkboard using an opaque projector	☐	☐	☐	☐
c. used the pounce method to prepare a chalkboard illustration	☐	☐	☐	☐
d. used the revelation technique to present information	☐	☐	☐	☐

Flip Chart

14. The use of the flip chart was suitable for the instructional purpose (e.g., the information presented needed to be passed around or saved; the information needed to be presented step by step; portability was an important factor, etc.)	☐	☐	☐	☐
15. The material which was presented was written or drawn large enough for all members of the class to see it	☐	☐	☐	☐
16. The teacher eliminated any glare from the flip chart surface	☐	☐	☐	☐
17. The teacher did not try to present too large a volume of material	☐	☐	☐	☐
18. The teacher talked to the class rather than to the flip chart	☐	☐	☐	☐
19. The teacher did not block students' view of the flip chart	☐	☐	☐	☐
20. The teacher used the writing surface of the flip chart efficiently (e.g., material presented as well organized, uncluttered, and well sequenced)	☐	☐	☐	☐

	N/A	No	Partial	Full
21. If complex or lengthy materials were presented using the flip chart, the teacher wrote or drew these materials on the flip chart before class	☐	☐	☐	☐
22. If the teacher had material on the flip chart which was not to be covered until later in the lesson, the teacher kept the material covered prior to using it	☐	☐	☐	☐
23. The teacher effectively used the flip chart to do at least one of the following:				
a. present facts, principles, or concepts	☐	☐	☐	☐
b. illustrate concepts, ideas, or processes by means of diagrams, drawings, charts, graphs, sketches, maps, or cartoons	☐	☐	☐	☐
c. emphasize key factors by outlining	☐	☐	☐	☐
d. present assignments, announcements, definitions, problems to be solved, etc	☐	☐	☐	☐
e. list key words, rules, steps, procedures, or policies	☐	☐	☐	☐
f. present information step by step, one sheet at a time	☐	☐	☐	☐
g. present information to small groups	☐	☐	☐	☐
24. The teacher used the following special applications (optional):				
a. transferred an image to the flip chart using an opaque projector	☐	☐	☐	☐
b. used cartoons, stick figures, oval heads, etc., to focus attention on specific moods and emotions	☐	☐	☐	☐
c. used the flip chart to present information during a field trip	☐	☐	☐	☐

LEVEL OF PERFORMANCE: All items must receive FULL, or N/A responses. If any item receives a NO, or PARTIAL response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

NOTES

LESSON PRESENTATION CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

	LEVEL OF PERFORMANCE			
Chalkboard	N/A	No	Partial	Full
1. The use of the chalkboard was suitable for the instructional purpose (e.g., it was not used to present information which needed to be saved, etc.)	☐	☐	☐	☐
2. The teacher kept the chalkboard and chalk tray clean and free of unrelated material	☐	☐	☐	☐
3. The material which was presented was written or drawn large enough for all members of the class to see it	☐	☐	☐	☐
4. The teacher eliminated any glare from the chalkboard surface	☐	☐	☐	☐
5. The teacher did not try to present too large a volume of material	☐	☐	☐	☐
6. The teacher talked to the class rather than to the chalkboard	☐	☐	☐	☐
7. The teacher did not block students' view of the chalkboard	☐	☐	☐	☐
8. The teacher used the writing surface of the chalkboard efficiently (e.g., material presented was well organized, uncluttered, and well sequenced)	☐	☐	☐	☐
9. If complex or lengthy materials were presented using the chalkboard, the teacher wrote or drew these materials on the board before class	☐	☐	☐	☐
10. If the teacher had material on the board which was not to be used until later in the lesson, the teacher kept the material covered prior to using it	☐	☐	☐	☐
11. The teacher used color where appropriate to enhance, simplify, or give contrast to, the material	☐	☐	☐	☐
12. The teacher effectively used the chalkboard to do at least one of the following:				
a. present facts, principles, or concepts	☐	☐	☐	☐
b. illustrate concepts, ideas, or processes by means of diagrams, drawings, charts, graphs, sketches, maps, or cartoons	☐	☐	☐	☐
c. emphasize key factors by outlining, underlining, or highlighting	☐	☐	☐	☐

	N/A	No	Partial	Full
d. present assignments, announcements, definitions, problems to be solved, etc	☐	☐	☐	☐
e. list key words, rules, steps, procedures, or policies	☐	☐	☐	☐
13. The teacher used the following special applications (optional):				
a. drew a pencil outline on the chalkboard in advance and traced it in chalk during the lesson	☐	☐	☐	☐
b. transferred an image to the chalkboard using an opaque projector	☐	☐	☐	☐
c. used the pounce method to prepare a chalkboard illustration	☐	☐	☐	☐
d. used the revelation technique to present information	☐	☐	☐	☐

Flip Chart

14. The use of the flip chart was suitable for the instructional purpose (e.g., the information presented needed to be passed around or saved; the information needed to be presented step by step; portability was an important factor, etc.)	☐	☐	☐	☐
15. The material which was presented was written or drawn large enough for all members of the class to see it	☐	☐	☐	☐
16. The teacher eliminated any glare from the flip chart surface	☐	☐	☐	☐
17. The teacher did not try to present too large a volume of material	☐	☐	☐	☐
18. The teacher talked to the class rather than to the flip chart	☐	☐	☐	☐
19. The teacher did not block students' view of the flip chart	☐	☐	☐	☐
20. The teacher used the writing surface of the flip chart efficiently (e.g., material presented as well organized, uncluttered, and well sequenced)	☐	☐	☐	☐

	N/A	No	Partial	Full
21. If complex or lengthy materials were presented using the flip chart, the teacher wrote or drew these materials on the flip chart before class	☐	☐	☐	☐
22. If the teacher had material on the flip chart which was not to be covered until later in the lesson, the teacher kept the material covered prior to using it	☐	☐	☐	☐
23. The teacher effectively used the flip chart to do at least one of the following:				
a. present facts, principles, or concepts	☐	☐	☐	☐
b. illustrate concepts, ideas, or processes by means of diagrams, drawings, charts, graphs, sketches, maps, or cartoons	☐	☐	☐	☐
c. emphasize key factors by outlining	☐	☐	☐	☐
d. present assignments, announcements, definitions, problems to be solved, etc	☐	☐	☐	☐
e. list key words, rules, steps, procedures, or policies	☐	☐	☐	☐
f. present information step by step, one sheet at a time	☐	☐	☐	☐
g. present information to small groups	☐	☐	☐	☐
24. The teacher used the following special applications (optional):				
a. transferred an image to the flip chart using an opaque projector	☐	☐	☐	☐
b. used cartoons, stick figures, oval heads, etc., to focus attention on specific moods and emotions	☐	☐	☐	☐
c. used the flip chart to present information during a field trip	☐	☐	☐	☐

LEVEL OF PERFORMANCE: All items must receive FULL, or N/A responses. If any item receives a NO, or PARTIAL response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

NOTES

LESSON PRESENTATION CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

	LEVEL OF PERFORMANCE			
	N/A	No	Partial	Full
Chalkboard				
1. The use of the chalkboard was suitable for the instructional purpose (e.g., it was not used to present information which needed to be saved, etc.)	☐	☐	☐	☐
2. The teacher kept the chalkboard and chalk tray clean and free of unrelated material	☐	☐	☐	☐
3. The material which was presented was written or drawn large enough for all members of the class to see it	☐	☐	☐	☐
4. The teacher eliminated any glare from the chalkboard surface	☐	☐	☐	☐
5. The teacher did not try to present too large a volume of material	☐	☐	☐	☐
6. The teacher talked to the class rather than to the chalkboard	☐	☐	☐	☐
7. The teacher did not block students' view of the chalkboard	☐	☐	☐	☐
8. The teacher used the writing surface of the chalkboard efficiently (e.g., material presented was well organized, uncluttered, and well sequenced)	☐	☐	☐	☐
9. If complex or lengthy materials were presented using the chalkboard, the teacher wrote or drew these materials on the board before class	☐	☐	☐	☐
10. If the teacher had material on the board which was not to be used until later in the lesson, the teacher kept the material covered prior to using it	☐	☐	☐	☐
11. The teacher used color where appropriate to enhance, simplify, or give contrast to, the material	☐	☐	☐	☐
12. The teacher effectively used the chalkboard to do at least one of the following:				
a. present facts, principles, or concepts	☐	☐	☐	☐
b. illustrate concepts, ideas, or processes by means of diagrams, drawings, charts, graphs, sketches, maps, or cartoons	☐	☐	☐	☐
c. emphasize key factors by outlining, underlining, or highlighting	☐	☐	☐	☐

	N/A	No	Partial	Full
d. present assignments, announcements, definitions, problems to be solved, etc	☐	☐	☐	☐
e. list key words, rules, steps, procedures, or policies	☐	☐	☐	☐
13. The teacher used the following special applications (optional):				
a. drew a pencil outline on the chalkboard in advance and traced it in chalk during the lesson	☐	☐	☐	☐
b. transferred an image to the chalkboard using an opaque projector	☐	☐	☐	☐
c. used the pounce method to prepare a chalkboard illustration	☐	☐	☐	☐
d. used the revelation technique to present information	☐	☐	☐	☐
Flip Chart				
14. The use of the flip chart was suitable for the instructional purpose (e.g., the information presented needed to be passed around or saved; the information needed to be presented step by step; portability was an important factor, etc.)	☐	☐	☐	☐
15. The material which was presented was written or drawn large enough for all members of the class to see it	☐	☐	☐	☐
16. The teacher eliminated any glare from the flip chart surface	☐	☐	☐	☐
17. The teacher did not try to present too large a volume of material	☐	☐	☐	☐
18. The teacher talked to the class rather than to the flip chart	☐	☐	☐	☐
19. The teacher did not block students' view of the flip chart	☐	☐	☐	☐
20. The teacher used the writing surface of the flip chart efficiently (e.g., material presented as well organized, uncluttered, and well sequenced)	☐	☐	☐	☐

	N/A	No	Partial	Full
21. If complex or lengthy materials were presented using the flip chart, the teacher wrote or drew these materials on the flip chart before class	☐	☐	☐	☐
22. If the teacher had material on the flip chart which was not to be covered until later in the lesson, the teacher kept the material covered prior to using it	☐	☐	☐	☐
23. The teacher effectively used the flip chart to do at least one of the following:				
a. present facts, principles, or concepts	☐	☐	☐	☐
b. illustrate concepts, ideas, or processes by means of diagrams, drawings, charts, graphs, sketches, maps, or cartoons	☐	☐	☐	☐
c. emphasize key factors by outlining	☐	☐	☐	☐
d. present assignments, announcements, definitions, problems to be solved, etc	☐	☐	☐	☐
e. list key words, rules, steps, procedures, or policies	☐	☐	☐	☐
f. present information step by step, one sheet at a time	☐	☐	☐	☐
g. present information to small groups	☐	☐	☐	☐
24. The teacher used the following special applications (optional):				
a. transferred an image to the flip chart using an opaque projector	☐	☐	☐	☐
b. used cartoons, stick figures, oval heads, etc., to focus attention on specific moods and emotions	☐	☐	☐	☐
c. used the flip chart to present information during a field trip	☐	☐	☐	☐

LEVEL OF PERFORMANCE: All items must receive FULL, or N/A responses. If any item receives a NO, or PARTIAL response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

NOTES

LESSON PRESENTATION CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

	LEVEL OF PERFORMANCE			
	N/A	No	Partial	Full
Chalkboard				
1. The use of the chalkboard was suitable for the instructional purpose (e.g., it was not used to present information which needed to be saved, etc.)	☐	☐	☐	☐
2. The teacher kept the chalkboard and chalk tray clean and free of unrelated material	☐	☐	☐	☐
3. The material which was presented was written or drawn large enough for all members of the class to see it	☐	☐	☐	☐
4. The teacher eliminated any glare from the chalkboard surface	☐	☐	☐	☐
5. The teacher did not try to present too large a volume of material	☐	☐	☐	☐
6. The teacher talked to the class rather than to the chalkboard	☐	☐	☐	☐
7. The teacher did not block students' view of the chalkboard	☐	☐	☐	☐
8. The teacher used the writing surface of the chalkboard efficiently (e.g., material presented was well organized, uncluttered, and well sequenced)	☐	☐	☐	☐
9. If complex or lengthy materials were presented using the chalkboard, the teacher wrote or drew these materials on the board before class	☐	☐	☐	☐
10. If the teacher had material on the board which was not to be used until later in the lesson, the teacher kept the material covered prior to using it	☐	☐	☐	☐
11. The teacher used color where appropriate to enhance, simplify, or give contrast to, the material	☐	☐	☐	☐
12. The teacher effectively used the chalkboard to do at least one of the following:				
a. present facts, principles, or concepts	☐	☐	☐	☐
b. illustrate concepts, ideas, or processes by means of diagrams, drawings, charts, graphs, sketches, maps, or cartoons	☐	☐	☐	☐
c. emphasize key factors by outlining, underlining, or highlighting	☐	☐	☐	☐

	N/A	No	Partial	Full
d. present assignments, announcements, definitions, problems to be solved, etc	☐	☐	☐	☐
e. list key words, rules, steps, procedures, or policies	☐	☐	☐	☐
13. The teacher used the following special applications (optional):				
a. drew a pencil outline on the chalkboard in advance and traced it in chalk during the lesson	☐	☐	☐	☐
b. transferred an image to the chalkboard using an opaque projector	☐	☐	☐	☐
c. used the pounce method to prepare a chalkboard illustration	☐	☐	☐	☐
d. used the revelation technique to present information	☐	☐	☐	☐

Flip Chart

14. The use of the flip chart was suitable for the instructional purpose (e.g., the information presented needed to be passed around or saved; the information needed to be presented step by step; portability was an important factor, etc.)	☐	☐	☐	☐
15. The material which was presented was written or drawn large enough for all members of the class to see it	☐	☐	☐	☐
16. The teacher eliminated any glare from the flip chart surface	☐	☐	☐	☐
17. The teacher did not try to present too large a volume of material	☐	☐	☐	☐
18. The teacher talked to the class rather than to the flip chart	☐	☐	☐	☐
19. The teacher did not block students' view of the flip chart	☐	☐	☐	☐
20. The teacher used the writing surface of the flip chart efficiently (e.g., material presented as well organized, uncluttered, and well sequenced)	☐	☐	☐	☐

	N/A	No	Partial	Full
21. If complex or lengthy materials were presented using the flip chart, the teacher wrote or drew these materials on the flip chart before class	☐	☐	☐	☐
22. If the teacher had material on the flip chart which was not to be covered until later in the lesson, the teacher kept the material covered prior to using it	☐	☐	☐	☐
23. The teacher effectively used the flip chart to do at least one of the following:				
a. present facts, principles, or concepts	☐	☐	☐	☐
b. illustrate concepts, ideas, or processes by means of diagrams, drawings, charts, graphs, sketches, maps, or cartoons	☐	☐	☐	☐
c. emphasize key factors by outlining	☐	☐	☐	☐
d. present assignments, announcements, definitions, problems to be solved, etc	☐	☐	☐	☐
e. list key words, rules, steps, procedures, or policies	☐	☐	☐	☐
f. present information step by step, one sheet at a time	☐	☐	☐	☐
g. present information to small groups	☐	☐	☐	☐
24. The teacher used the following special applications (optional):				
a. transferred an image to the flip chart using an opaque projector	☐	☐	☐	☐
b. used cartoons, stick figures, oval heads, etc., to focus attention on specific moods and emotions	☐	☐	☐	☐
c. used the flip chart to present information during a field trip	☐	☐	☐	☐

LEVEL OF PERFORMANCE: All items must receive FULL, or N/A responses. If any item receives a NO, or PARTIAL response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

NOTES

Learning Experience III

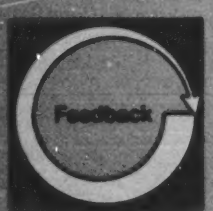
FINAL EXPERIENCE

In an **actual school situation,*** present information with a chalkboard and/or a flip chart.

As you plan your lessons, decide when the chalkboard and/or the flip chart could be used effectively to aid in meeting the lesson objectives. Based on these decisions, present information using the chalkboard and/or flip chart. This will include—

- deciding if you wish to teach a **single lesson** which incorporates the use of both techniques; or if you wish to teach **two lessons**, one using the chalkboard and one using the flip chart
- selecting, modifying, or developing a lesson plan(s) which includes the use of these techniques
- selecting, obtaining, or preparing the necessary materials
- presenting the lesson(s) to the class

NOTE: Your resource person may want you to submit your written lesson plan(s) to him/her for evaluation before your present your lesson(s). It may be helpful for your resource person to use the TPAF from Module B–4, *Develop a Lesson Plan*, to guide his/her evaluation.



Arrange in advance to have your resource person observe your lesson presentation(s).

Your total competency will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 49–51.

Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in presenting information with a chalkboard and/or a flip chart.

*For a definition of "actual school situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Present Information with the Chalkboard and Flip Chart (C–29)

Name _____

Date _____

Resource Person _____

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
Chalkboard						
1. The use of the chalkboard was suitable for the instructional purpose	☐	☐	☐	☐	☐	☐
2. The teacher kept the chalkboard and chalk tray clean and free of unrelated material	☐	☐	☐	☐	☐	☐
3. The material which was presented was written or drawn large enough for all members of the class to see it	☐	☐	☐	☐	☐	☐
4. The teacher eliminated any glare from the chalkboard surface	☐	☐	☐	☐	☐	☐
5. The teacher did not try to present too large a volume of material	☐	☐	☐	☐	☐	☐
6. The teacher talked to the class rather than to the chalkboard	☐	☐	☐	☐	☐	☐
7. The teacher did not block students' view of the chalkboard	☐	☐	☐	☐	☐	☐
8. The teacher used the writing surface of the chalkboard efficiently	☐	☐	☐	☐	☐	☐
9. If complex or lengthy materials were presented using the chalkboard, the teacher wrote or drew these materials on the board before class	☐	☐	☐	☐	☐	☐
10. If the teacher had material on the board which was not to be used until later in the lesson, the teacher kept the material covered prior to using it	☐	☐	☐	☐	☐	☐
11. The teacher used color where appropriate to enhance, simplify, or give contrast to, the material	☐	☐	☐	☐	☐	☐

	N/A	None	Poor	Fair	Good	Excellent
12. The teacher effectively used the chalkboard to do at least one of the following:						
a. present facts, principles, or concepts	☐	☐	☐	☐	☐	☐
b. illustrate concepts, ideas, or processes by means of diagrams, drawings, charts, graphs, sketches, maps, or cartoons	☐	☐	☐	☐	☐	☐
c. emphasize key factors by outlining, underlining, or highlighting	☐	☐	☐	☐	☐	☐
d. present assignments, announcements, definitions, problems to be solved, etc	☐	☐	☐	☐	☐	☐
e. list key words, rules, steps, procedures, or policies	☐	☐	☐	☐	☐	☐
13. The teacher used the following special applications (optional):						
a. drew a pencil outline on the chalkboard in advance and traced it in chalk during the lesson	☐	☐	☐	☐	☐	☐
b. transferred an image to the chalkboard using an opaque projector	☐	☐	☐	☐	☐	☐
c. used the pounce method to prepare a chalkboard illustration	☐	☐	☐	☐	☐	☐
d. used the revelation technique to present information	☐	☐	☐	☐	☐	☐
Flip Chart						
14. The use of the flip chart was suitable for the instructional purpose	☐	☐	☐	☐	☐	☐
15. The material which was presented was written or drawn large enough for all members of the class to see it	☐	☐	☐	☐	☐	☐
16. The teacher eliminated any glare from the flip chart surface	☐	☐	☐	☐	☐	☐
17. The teacher did not try to present too large a volume of material	☐	☐	☐	☐	☐	☐
18. The teacher talked to the class rather than to the flip chart	☐	☐	☐	☐	☐	☐
19. The teacher did not block students' view of the flip chart	☐	☐	☐	☐	☐	☐

	N/A	None	Poor	Fair	Good	Excellent
21. used slides which met the following criteria: a. content of the slides was simple	☐	☐	☐	☐	☐	☐
b. content was at students' comprehension level	☐	☐	☐	☐	☐	☐
c. content of the slides was of good quality in terms of color, clarity, contrast, etc.	☐	☐	☐	☐	☐	☐
d. slides aided in meeting the objective(s) of the lesson	☐	☐	☐	☐	☐	☐
22. prepared students adequately for the slide presentation (e.g., raised key questions, defined terms, etc.)	☐	☐	☐	☐	☐	☐
23. presented slides in a logical sequence	☐	☐	☐	☐	☐	☐
24. presented the slides at a logical point in the lesson	☐	☐	☐	☐	☐	☐
25. paced the slide presentation according to the needs of the lesson and of the students	☐	☐	☐	☐	☐	☐
26. clearly emphasized and explained points being made visually	☐	☐	☐	☐	☐	☐
27. used the on/off switch to control attention (if appropriate)	☐	☐	☐	☐	☐	☐
28. summarized (or had class members summarize) the slide presentation	☐	☐	☐	☐	☐	☐
29. obtained student feedback on students' understanding of the slide presentation	☐	☐	☐	☐	☐	☐
30. obtained student feedback on students' evaluation of the slide presentation	☐	☐	☐	☐	☐	☐

NOTES

ABOUT USING THE CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual school situation when you are an intern, a student teacher, or an inservice teacher.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills which you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the Introduction, (2) the Objectives listed on p. 4, (3) the Overviews preceding each learning experience, and (4) the Final Experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- that you do not have the competencies indicated, and should complete the entire module
- that you are competent in one or more of the enabling objectives leading to the final learning experience, and thus can omit that (those) learning experience(s)
- that you are already competent in this area, and ready to complete the final learning experience in order to "test out"
- that the module is inappropriate to your needs at this time

When you are ready to take the final learning experience and have access to an actual school situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange (1) to repeat the experience, or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped; (2) repeating activities; (3) reading supplementary resources or completing additional activities suggested by the resource person; (4) designing your own learning experience; or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual School Situation . . . refers to a situation in which you are actually working with, and responsible for, secondary or post-secondary vocational students in a real school. An intern, a student teacher, or an inservice teacher would be functioning in an actual school situation. If you do not have access to an actual school situation when you are taking the module, you can complete the module up to the final learning experience. You would then do the final learning experience later; i.e., when you have access to an actual school situation.

Alternate Activity or Feedback . . . refers to an item or feedback device which may **substitute** for required items which, due to special circumstances, you are unable to complete.

Occupational Specialty . . . refers to a specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity).

Optional Activity or Feedback . . . refers to an item which is not required, but which is designed to **supplement** and enrich the required items in a learning experience.

Resource Person . . . refers to the person in charge of your educational program; the professor, instructor, administrator, supervisor, or cooperating/supervising/classroom teacher who is guiding you in taking this module.

Student . . . refers to the person who is enrolled and receiving instruction in a secondary or post-secondary educational institution.

Vocational Service Area . . . refers to a major vocational field: agricultural education, business and office education, distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher . . . refers to the person who is taking the module.

Levels of Performance for Final Assessment

N/A . . . The criterion was not met because it was **not applicable** to the situation.
None . . . **No attempt** was made to meet the criterion, although it was relevent.
Poor . . . The teacher is unable to perform this skill or has only **very limited ability** to perform it.
Fair . . . The teacher is unable to perform this skill in an acceptable manner, but has **some ability** to perform it.
Good . . . The teacher is able to perform this skill in an **effective** manner.
Excellent . . . The teacher is able to perform this skill in a **very effective** manner.

Titles of The Center's Performance-Based Teacher Education Modules

A-1 Prepare for a Community Survey
A-2 Conduct a Community Survey
A-3 Report the Findings of a Community Survey
A-4 Organize an Occupational Advisory Committee
A-5 Maintain an Occupational Advisory Committee
A-6 Develop Program Goals and Objectives
A-7 Conduct an Occupational Analysis
A-8 Develop a Course of Study
A-9 Develop Long-Range Program Plans
A-10 Conduct a Student Follow-Up Study
A-11 Evaluate Your Vocational Program

Category B: Instructional Planning

B-1 Determine Needs and Interests of Students
B-2 Develop Student Performance Objectives
B-3 Develop a Unit of Instruction
B-4 Develop a Lesson Plan
B-5 Select Student Instructional Materials
B-6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution

C-1 Direct Field Trips
C-2 Conduct Group Discussions, Panel Discussions, and Symposiums
C-3 Employ Brainstorming, Buzz Group, and Question Box Techniques
C-4 Direct Students in Instructing Other Students
C-5 Employ Simulation Techniques
C-6 Guide Student Study
C-7 Direct Student Laboratory Experience
C-8 Direct Students in Applying Problem-Solving Techniques
C-9 Employ the Project Method
C-10 Introduce a Lesson
C-11 Summarize a Lesson
C-12 Employ Oral Questioning Techniques
C-13 Employ Reinforcement Techniques
C-14 Provide Instruction for Slower and More Capable Learners
C-15 Present an Illustrated Talk
C-16 Demonstrate a Manipulative Skill
C-17 Demonstrate a Concept or Principle
C-18 Individualize Instruction
C-19 Employ the Team Teaching Approach
C-20 Use Subject Matter Experts to Present Information
C-21 Prepare Bulletin Boards and Exhibits
C-22 Present Information with Models, Real Objects, and Flannel Boards
C-23 Present Information with Overhead and Opaque Materials
C-24 Present Information with Filmstrips and Slides
C-25 Present Information with Films
C-26 Present Information with Audio Recordings
C-27 Present Information with Televised and Videotaped Materials
C-28 Employ Programmed Instruction
C-29 Present Information with the Chalkboard and Flip Chart

Category D: Instructional Evaluation

D-1 Establish Student Performance Criteria
D-2 Assess Student Performance: Knowledge
D-3 Assess Student Performance: Attitudes
D-4 Assess Student Performance: Skills
D-5 Determine Student Grades
D-6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management

E-1 Project Instructional Resource Needs
E-2 Manage Your Budgeting and Reporting Responsibilities
E-3 Arrange for Improvement of Your Vocational Facilities
E-4 Maintain a Filing System
E-5 Provide for Student Safety
E-6 Provide for the First Aid Needs of Students
E-7 Assist Students in Developing Self-Discipline
E-8 Organize the Vocational Laboratory
E-9 Manage the Vocational Laboratory

Category F: Guidance

F-1 Gather Student Data Using Formal Data-Collection Techniques
F-2 Gather Student Data Through Personal Contacts
F-3 Use Conferences to Help Meet Student Needs
F-4 Provide Information on Educational and Career Opportunities
F-5 Assist Students in Applying for Employment or Further Education

Category G: School-Community Relations

G-1 Develop a School-Community Relations Plan for Your Vocational Program
G-2 Give Presentations to Promote Your Vocational Program
G-3 Develop Brochures to Promote Your Vocational Program
G-4 Prepare Displays to Promote Your Vocational Program
G-5 Prepare News Releases and Articles Concerning Your Vocational Program
G-6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
G-7 Conduct an Open House
G-8 Work with Members of the Community
G-9 Work with State and Local Educators
G-10 Obtain Feedback about Your Vocational Program

Category H: Student Vocational Organization

H-1 Develop a Personal Philosophy Concerning Student Vocational Organizations
H-2 Establish a Student Vocational Organization
H-3 Prepare Student Vocational Organization Members for Leadership Roles
H-4 Assist Student Vocational Organization Members in Developing and Financing a Yearly Program of Activities
H-5 Supervise Activities of the Student Vocational Organization
H-6 Guide Participation in Student Vocational Organization Contests

Category I: Professional Role and Development

I-1 Keep Up-to-Date Professionally
I-2 Serve Your Teaching Profession
I-3 Develop an Active Personal Philosophy of Education
I-4 Serve the School and Community
I-5 Obtain a Suitable Teaching Position
I-6 Provide Laboratory Experiences for Prospective Teachers
I-7 Plan the Student Teaching Experience
I-8 Supervise Student Teachers

Category J: Coordination of Cooperative Education

J-1 Establish Guidelines for Your Cooperative Vocational Program
J-2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
J-3 Enroll Students in Your Co-Op Program
J-4 Secure Training Stations for Your Co-Op Program
J-5 Place Co-Op Students on the Job
J-6 Develop the Training Ability of On-the-Job Instructors
J-7 Coordinate On-the-Job Instruction
J-8 Evaluate Co-Op Students' On-the-Job Performance
J-9 Prepare for Students' Related Instruction
J-10 Supervise an Employer-Employee Appreciation Event

RELATED PUBLICATIONS

Student Guide to Using Performance-Based Teacher Education Materials
Resource Person Guide to Using Performance-Based Teacher Education Materials
Guide to the Implementation of Performance-Based Teacher Education

For information regarding availability and prices of these materials contact—

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